**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Problem Solving Look for a Pattern Shelley Garrett and Lyla McBride**  **The Envision Lesson: 6-5** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Review adding numbers mentally and have a hundred chart available. |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
|  | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction:   1. How will you explicitly teach new vocabulary Review mental math and hundred chart 2. How will you provide multiple opportunities for vocabulary to be used in context? We will use unifix cubes. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on*  *We will write on the board the numbers 1,4,7, Have the students find out which numbers come next. Then we will have the students work in small groups or pairs.*  *One child builds 3 trains with the cubes and then they will switch. They will then record the pattern.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  One partner will start a pattern with graph paper and then the other student will continue the pattern. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving: Teacher will display a pattern. Teacher will model different strategies for completing the pattern. We will then assign page 188/190. Students will complete the charts and story problems.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Teacher will check page 188 and ask students to explain their thinking. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK Students will find and observe patterns to share with the class. The class will then be asked to continue patterns.** | |
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